



# Newsletter

November 15, 2013

## **Principals Update – Val-Ed Results**

The window for completing the Val-Ed 360 closes Friday, Nov. 15. Principals' and supervisors' next step is to review the results and determine next steps based on the results. Principals and supervisors should review the Core Components and Key Processes as a whole and individually. Results are available from three perspectives: principal rating, teacher rating and supervisor rating. A short voice-over PowerPoint with guidance on interpreting the Val-Ed 360 results is available from the Principal Professional Growth and Effectiveness System (PPGES) [Web page](#). You will find the [link](#) on the right-hand side of the page. Principals and supervisors should include conversation about Val-Ed 360 results in the upcoming mid-year review.

## **Completing Observations**

The Window 1 observation period closed Oct. 31. Principals participating in the pilot who did not complete an observation during Window 1 may do so prior to Dec. 20. The first observation conducted should be placed in Window 1. The second observation of the teacher should be placed in Window 2. Observers can record and align evidence to the Framework for Teaching within the Educator Development Suite (EDS) in the Continuous Instructional Improvement Technology System (CIITS). The observer and/or the observed educator may access observation notes, results and reports within EDS depending upon the current status of the observation.

During the first window, 1,055 principal observations and 71 peer observations were completed. At the close of Window 1, 737 principal observations and 97 peer observations were in progress, and 355 principal observations and 92 peer observations were in draft. The superintendent and those with leadership rights at the district office can run a report to determine the status of observations within each school. The [Monitoring District Observation Progress](#) quick reference card (QRC) provides step-by-step directions to run this report.

## **PGES Scaling Plans – Full Implementation**

School districts should be diligently working to prepare for full implementation of the Professional Growth and Effectiveness System (PGES) in 2014-15. Many districts already have started familiarizing non-pilot teachers with aspects of the Teacher Professional Growth and Effectiveness System (TPGES). Districts should consider how to use teachers and principals participating in the pilot to share with and become a support system for their colleagues. It is crucial that a district leadership team develop a comprehensive plan to scale the work and fully implement PGES in 2014-15. Sample implementation plans can be found at <http://education.ky.gov/teachers/HiEffTeach/Pages/Designing-PGES.aspx>.

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### **Using Program Review Data as a Source of Evidence for Self-reflection and Developing SGGs**

Program Review (PR) data is one source of evidence that teachers and principals can use for reflecting on their own practice and developing student-growth goals (SGGs). The Writing Program Review data applies across all content areas and can be used by all teachers within a school. Data from the other Program Review areas will benefit teachers of those specific content areas. Program Review data provides a starting point for teachers in arts and humanities, writing, and practical living/career studies to identify areas of need within the program. Teachers add to the PR data by collecting student evidence (for example, formative assessments) to determine specific needs may have in mastering the standards by year/course end. Together, this data helps teachers focus on a student-growth goal that will not only meet the needs of students in their classroom but also support the school's program. Evidence of student growth is also Program Review evidence through the integration of these two initiatives.

Conversations about goal-setting between teachers and school leaders should include this important connection to Program Reviews. The attached [PowerPoint](#) makes explicit connections to demonstrators in the Program Reviews and provides examples of student-growth goals from Program Review areas.

### **PGES Statewide Pilot Implementation Survey**

Feedback from those implementing PGES is critical to the ongoing development of the PGES. Kentucky Department of Education research analyst, Bart Liguori, sent each participant a PGES Pilot Implementation electronic survey via e-mail Nov. 12. Input will be used to inform decisions on policy and practice in preparing for full implementation of PGES in 2014-15. Liguori will analyze responses regarding teachers' and principals' experiences during the statewide PGES pilot implementation.

### **IC Student Portal Activated**

Reminder: **All districts must** ensure their Infinite Campus (IC) Portal is activated and every student who will participate in the Student Voice Survey must have an active IC Portal student account. Surveys for students in K-2 will be administered in this year's pilot. An administration protocol is being established and will be communicated via the PGES webcast and posted to the Student Voice Web page. Documentation on enabling Campus Portal and creating accounts is available at [KDE's Student Voice Survey Web page](#) as well as the [Campus Knowledge Base](#). Please contact Infinite Campus support at (888) 461-2004 if you need assistance with enabling the IC Portal or creating accounts.

### **PGES Webcasts**

The next PGES webcast is scheduled **Tuesday, Nov. 26 at 11 a.m. ET**. The topic will be scaling PGES work across all schools within a district to prepare for full implementation in 2014-15. The webcast will highlight the roles of school and district leaders in implementing the PGES, and we will answer frequently asked questions from the field.

Live webcasts can be viewed by clicking [mms://video1.education.ky.gov/encoder3a](https://video1.education.ky.gov/encoder3a).

The October webcast focused on building capacity for the statewide implementation of PGES. Superintendent Travis Hamby and James Mangels, director of Student Services from Trigg County, shared specific strategies for connecting initiatives, consistent communications and intentional use of the Framework for Teaching across

the district. This webcast, along with all archived KDE webcasts, can be found through the [KDE Media Portal](#).

**RESOURCE: Thinking Maps as Formative Assessments**

The [Thinking Maps as Formative Assessments](#) video demonstrates how a 4th-grade class is using thinking maps as formative assessments. Thinking maps are visual teaching tools that foster and encourage lifelong learning. They help students solidify their thinking about the lesson topic and can serve as assessments before a big test. This video, along with other instructional resources, is available through PD360 at [www.pd360.com](http://www.pd360.com).

